

Lemont-Bromberek Combined School District 113A

Fifth Grade Physical Development and Health Goals

Students will:

Health-Enhancing Physical Activity

- Demonstrate more advanced individual and long rope skills. (E)
- Demonstrate control of dribbling. (R)
- Perform advanced trapping skills. (E)
- Perform overhand serves. (E)
- Perform advanced dance skills. (E)
- Understand body coordination concepts that apply to sport skills (transfer weight, opposition, force, follow through). (R)
- Know the concept of absorption. (I)
- **Abide by safety rules as they relate to a variety of activities. (M)**
- Demonstrate knowledge of basic offensive and defensive strategies of games. (RI)

Physical Fitness/Self-Assessment

- Understand the benefits of having a healthy body. (I)
- Comprehend components of fitness and related activities. (R)
- Recognize the benefits of participating in a progression of activities that will improve personal fitness levels. (R)
- Monitor individual heart rate before, during and after physical activity. (R)
- **Understand fitness assessments for each component of fitness. (M)**
- **Participate in working towards personal fitness goals. (M)**

Team Building

- **Share positions and take turns while participating in activities. (M)**
- Recognize rules and why each rule is important in group activity. (R)
- Use time effectively to complete assigned tasks.
- Understand the importance of staying on task during the day's activity. (R)
- **Work as a team in a sport setting to achieve a common goal. (M)**

Health Promotion and Safety

- Understand the importance of regular health screenings. (I)
- Recognize how peer pressure and media influence their health related choices. (I)
- Understand the effects of asthma. (I)
- **Use the MyPlate concept (USDA) to identify components of a healthy meal that includes the five food groups. (M-State Mandate)** (covered in PE)
- Explain the impact of nutrition choices on general health. (R-State Mandate) (covered in PE)
- Identify and practice safe procedures related to bus transportation. (R-State Mandate) (covered in PE)
- Recognize the danger of and avoid abduction. (R-State Mandate)
- Recognize methods for the prevention and avoidance of alcohol, drug and substance abuse. (R-State Mandate, Lemont Police Department may provide assistance with instruction through DARE program)
- Recognize consequences of alcohol, drug and substance abuse. (R-State Mandate, Lemont Police Department may provide assistance with instruction through DARE program)

- Recognize the consequences of being involved in an exclusive group (precursor to “gang”) through development of conflict resolution, cultural sensitivity, personal goal setting and the resistance of peer pressure. (R-State Mandate) (covered by Lemont Police)
- Identify Internet threats, risks and safety strategies related to child predators, fraud and other dangers. (R-State Mandate) (covered by Lemont Police)
- **Recognize that prolonged exposure to stress can be detrimental to health. (M)**
- **Describe different types of stress. (M)**
- **List stressors. (M)**
- **Recognize that personality and attitude contribute to an individual’s stress level. (M)**
- **Identify the positive and negative tactics used to overcome stress. (M)**
- **Identify sources of stress in their personal lives. (M)**
- Analyze the cleanliness of the water in one’s environment. (I)
- Develop an age-appropriate awareness about sexual abuse, assault and prevention. (State Mandate).

Body Systems

- **Describe the short-term and long-term effects of stress on the body. (M)**
- **Identify and develop effective coping skills. (M)**
- Investigate the impact that people have on the health choices/lifestyles of others. (I)
- Explain how and which hereditary traits are passed on from parent to child. (I)
- **Identify situations that cause stress. (M)**
- **Recognize stress management techniques. (M)**
- **Demonstrate stress management techniques. (M)**
- Explain the long-term effects of stress on physical, mental, emotional and social health. (I)
- **List factors that contribute to positive self-esteem. (M)**
- Acknowledge that a family provides for physiological and emotional needs. (I)
- Identify health-related choices which, if made today, can affect a person’s physical, mental, emotional and social growth and development in the future. (I, R, M)
- Discuss how making healthy choices can help a person live a more healthy life. (I, R, M)
- Recognize the effects of personal health practices/choices on physical, mental, emotional and social well-being. (I, R, M)
- **Discuss the characteristics of a positive self-image. (M)**
- **Identify ways to build a positive self-concept. (M)**
- **Describe stress and its effects on their lives. (M)**
- **Describe the effects of negative and positive self-concept. (M)**
- **Identify factors that influence self-concept. (M)**
- **List possible negative health effects related to stress. (M)**

Health/Well-Being

- **Explain the importance of dealing with emotions in a positive way. (M)**
- **Conclude that all people have strengths and weaknesses. (M)**
- **Hypothesize how emotions could be communicated in different situations (e.g., winning the lottery, death, divorce). (M)**
- **Predict how emotions may be communicated in different situations. (M)**
- **Analyze how emotions are communicated. (M)**
- **Demonstrate ways that emotions are communicated. (M)**
- Express the value of goal setting. (I)
- **Identify short-term personal life goals. (M)**
- **Identify long-term personal life goals. (M)**

- Monitor achievement and revise short-term personal life goals. (I)
- Identify personal health goals (e.g., avoiding substances, dating limits, nutrition and fitness). (I)
- **Discuss long- and short-term goal setting and the importance of each. (M)**
- **Describe the components of a well-written goal (is specific, is measurable, has an action plan, is realistic, has a timeframe). (M)**